**K-5 ELA Lesson Plan**

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| **Teacher:** J. Hurley | | **Grade:** 1st | | | **Date(s)**: Day 1 |
| **Unit Title:** Wanted: A Few Good Friends | | | **Corresponding Unit Task:**  Song About Rules (Task 1) | | |
| **Essential Question(s):** Why is it important for good readers, writers and listeners to remember the important details when retelling a story, poem or informational text? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:** Social Studies student books, Writing Frame: Rules are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | rule- defined in SS text; detail-specific information from the text | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice * Independent | **Reading**  **Standards:** RI.1.1, RI.1.7, RI.1.10  **I Can Statement(s):** I can read this informational text and tell you what a rule is and why rules are important.  **Instructional Plan:**  **APK**: Look at photo on page 29. What are the rules the mom and son are following as they walk their dogs? (Remember to raise your hand to speak) **Think-pair-share (cooperative learning)**: What rules do you follow in your community each day?  **TI/SAP**: Today we are going to start talking about rules and creating rules for our classroom. As we read this informational text, I want you to think about what a rule is and why rules are important (I Can Statement). (see below in “Speaking and Listening” for the next part of the lesson, which includes reading and speaking and listening together) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice   * Independent | **Speaking & Listening**  **Standards:** SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.  **I Can Statement(s):** I can read this informational text and tell you what a rule is and why rules are important.  **Instructional Plan:**  You and your partner will read each page and we will work together to answer the following:  Page 1: What is a rule? (talk about using bolded/highlighted words to find answer)  Page 2: Circle the 3 reasons why we have rules at school (model finding the answers in the text and circling).  Page 3: Circle the 3 reasons why we have laws in our community (let students work in partners to complete) | | | | |
| **Closing/Summarizing Strategy** | Use the book to answer the following writing frame:  Rules are important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can create a picture in a center of a rule they follow in the community and write a sentence about the rule. | | * Partner struggling students strategically with other students. * Give students a talking stick to insure that all students participate in discussion | | | * Point out picture support from the Social Studies text to support reading * Have pictures to go along with community rules like signs, traffic signals, etc. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Use Summarizing Strategy to assess student understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*